



**2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E)**  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 31, 2019

NOGA ID

Authorizing Legislation

**P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

**April 1, 2019 – February 28, 2021**

☒ Pre-award costs are not permitted.

**Required Attachments**

Attachment 1: Federal Definition of a Public Charter School

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Bloom Academy, Inc.** CDN **101875** Vendor ID **TBD** ESC **IV** DUNS **080326318**  
Address **3223 Forrester Drive** City **Houston** ZIP **77584** Phone **346-333-1320**  
Primary Contact **Courtney Sales** Email **csales@bloomacademy.org** Phone **346-333-1320**  
Secondary Contact **Michael Madeo** Email **mmadeo@bloomacademy.org** Phone **903-655-4483**

**Certification and Incorporation**

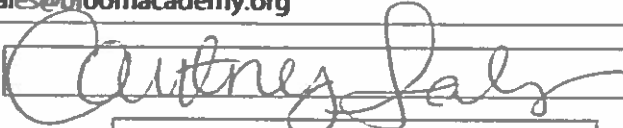
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Courtney Sales** Title **Founder and Head of School**

Email **csales@bloomacademy.org** Phone **346-333-1320**

Signature  Date **1/25/19**

Grant Writer Name **Courtney Sales** Signature  Date **1/25/19**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-102** SAS # **419-19**

**2019-2021 PCSP Start-Up Grant (Subchapters D and E)**

Page 1 of 11

701-19-102-003

**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
All of the traditional public schools in the Sunnyside neighborhood of Houston perform far below the state average on STAAR.	Bloom Academy will provide a joyful learning environment featuring a rigorous, TEKS-aligned, college-preparatory curriculum that also addresses character development needs of children in Sunnyside.
The combined charter school wait lists in the Sunnyside, South Park, and South Acres communities exceed 1,000 students.	Bloom Academy will provide 270 high-quality charter seats by year 2 of the grant period (2020-21) and 1,080 high-quality charter seats by full enrollment (2024-25).
No elementary schools in Sunnyside develop student voice through debate.	Offering debate will equip students with the critical thinking skills and oral language skills they need to be successful at later stages in their academic careers and will put them in an advantageous and competitive position when applying to selective middle and high schools.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period (February 28, 2021), at least 60% of students who have attended Bloom Academy for one or more years will achieve at or above grade level in reading and math as defined by performance on the NWEA Measures of Academic Progress (MAP).

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

At least 25% of students in grades K-1 will achieve at or above grade level in reading and math as defined by performance on interim assessments.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

At least 40% of students in grades K-1 will achieve at or above grade level in reading and math as defined by performance on interim assessments.

**Third-Quarter Benchmark**

At least 50% of students in grades K-1 will achieve at or above grade level in reading and math as defined by performance on interim assessments.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The only way to truly ensure that students are meeting ambitious academic and behavioral goals is by analyzing and responding to data strategically and purposefully. Student success is contingent upon quickly identifying and planning in response to academic skill gaps or difficulties. Every decision that is made at Bloom Academy will be grounded in student data, and we will be transparent about our data with our key stakeholders.

We will engage in an ongoing cycle of data collection, analysis, and action planning. Data collection will take place daily and will include formative assessments such as homework, standards-based exit tickets, in-class work, and classroom observations. We will also use more formal measures of progress including STAAR assessments, NWEA MAP, and internally developed interim assessments with the goal of achieving performance levels of "meets grade level" or "masters grade level" on all statewide assessments. This constant data collection is imperative to ensure that all students are making strides toward understanding key concepts and material. Data analysis and action planning for teachers will take place during 4 school-wide data days each year, weekly professional development, and one-on-one coaching sessions with members of Bloom's leadership team. Data will be disaggregated by subgroups including but not limited to students with special needs, gifted students, and English Language Learners to ensure all scholars are making progress towards our annual goals. We will regularly share our data with key stakeholders, including our families and our Board of Directors, ensuring we are transparent in our progress towards reaching our goals. Additionally, students will be aware of their academic and behavioral performance and will learn to monitor their own progress and set goals for success.

We will identify students who are below grade level according to our STEP assessment data (grades K-3) or who show a pattern of attaining less than 70% mastery on assessments (K-5). We have embedded time in the academic calendar for day-long staff data days devoted to analyzing, discussing, and modifying our practices to meet the needs of students. If the data demonstrates that students have not mastered the content and interventions are needed, targeted small-group sessions can take place during literacy rotations, College Prep Time (grades 3-5) or the Bloom Block (K-4).

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 6. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the 2019–2021 Public Charter School Program Start-Up Grant (Subchapters D and E) funds.
- ☒ 7. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 8. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 9. The applicant certifies acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
- ☒ 10. The applicant provides assurance that the 1) charter approved by the commissioner of education or the 2) existing charter as approved by the applicable state authorizer and the Application for New School Designation is incorporated by reference into this grant application and addresses statutory requirements in compliance with P.L. 107-110, Title V, Part B, Subpart 1, NCLB.
- ☒ 11. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

**Statutory Requirements**

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Bloom Academy is a charter school operated by Bloom Academy, Inc., which has been authorized by the Commissioner of the Texas Education Agency as a Generation 23 Subchapter D, Section 12.101 Open-Enrollment Charter School in accordance with State Board of Education rules and policies. As such, Bloom Academy is a Local Education Agency (LEA).

The local Bloom Academy Board of Directors is composed of seven members. Current members include: Sharon Stewart (CHAIR), HR Project Manager, Harris Health System; Homer Britton (VICE CHAIR), Project Manager, Deloitte; Sang Cho (TREASURER AND FINANCE COMMITTEE CHAIR), Finance Manager, Keane Group; Sarah Ibrahim (SECRETARY), Deputy Managing Attorney, Harris County; Betsy Blanks, Assistant Director, Mental Health America; Kristen Guiseppe (DEVELOPMENT COMMITTEE CHAIR), Director of Pipeline Programs, University of Houston Law Center; and Edith Rahimian (ACADEMIC ACHIEVEMENT COMMITTEE CHAIR), Director of Client Success, ProUnitas.

Founding Board members will serve in staggered terms to ensure stability and continued governance. Approximately half of the Board will commit to a two-year term and remaining members will serve a total of three years. The Board meets monthly to review the Head of School's report, academic and operations data, and financial reports.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the 2019-2021 Public Charter School Program Start-Up Grant (Subchapters D and E) has expired.

The primary source of funding for the continued operation of Bloom Academy once the start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2021-22 school year, this will be based on an enrollment of at least 360 students in grades K-3, at least 630 students in grades K-4 in 2022-23, and at least 810 students in grades K-5 in 2023-24, with a maximum enrollment of 1,080 students. The wait list for a high-quality charter school seat in the target neighborhoods of Sunnyside, South Park, and South Acres exceeds 1,000 students, which gives us confidence we will easily achieve our enrollment targets.

We have budgeted conservatively for 85% average daily attendance, though our goal is 95% ADA. Budgeted state revenue figures include 8% Special Education students, 10% ELL students, and 3.3% gifted and talented students. We will also explore and pursue compensatory education funding in accordance with state guidelines.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, periodic fundraising events, grants from local foundations, and State and Federal sources.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Not Applicable. Bloom Academy is not requesting any waivers of any federal statutory or regulatory provisions.

**Statutory Requirements**

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Bloom Academy understands that the purpose of the federal Public Charter School Program (PCSP) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCSP supports the federal program with the following goals:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Bloom Academy is requesting a total of \$800,000 in start-up funding to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of this PCSP grant. Additional detail is as follows:

Payroll (\$181,833) and Benefits (22% of Payroll, or \$40,004) in the total amount of \$221,837 will support administrative salaries for the Head of School, Director of Operations, Director of Curriculum and Instruction, Coordinator of Student Supports, Data/PEIMS Assistant, and an Office Manager during the planning phase and up to the first 30 days after the first day of school.

Professional and Contracted Services in the amount of \$106,000 will support student recruiting and marketing, staff development, IT setup costs, and legal services for school startup.

Supplies and Materials in the amount of \$437,163 will support non-consumable instructional supplies and books, Special Education supplies and materials, non-consumable student assessment instruments, classroom teaching supplies and materials, non-UIL athletic equipment, classroom furniture, administrative furniture, instructional technology for administrators/students/teachers, and IT infrastructure.

No Other Operating Costs are being requested.

Capital Outlay in the amount of \$35,000 will support school signage.

The Executive Leadership Team and Bloom Academy finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance.

Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants.

Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, and program grants from local foundations.

**Statutory Requirements**

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Bloom Academy is committed to fulfilling our mission of ensuring middle school, high school and college readiness for every single student. Students identified as having special needs or whom we suspect may have disabilities are not exempt from our steadfast goal of ensuring college readiness. We will provide a Free and Appropriate Public Education (FAPE) to all students with special needs in accordance with our values and all applicable state and federal statutes including the Individuals with Disabilities Education Act (IDEA) of 2004, Title II of the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1974, and the Texas Education Code. Bloom Academy is designed to educate students with disabilities in the least restrictive environment as permitted by their individualized education plans. We believe that students with special needs can rise to high expectations and thrive when provided a rigorous curriculum. We believe in exhausting all options for accommodating student needs and minimizing modifications whenever possible.

**IDENTIFICATION AND SCREENING:** After being admitted, and as part of the enrollment process at Bloom Academy, we will ask parents and guardians to provide all information about their child's academic background including any special needs that have been identified and or any special needs that may be suspected. We will secure all documentation to support the identification of a special need including but not limited to Individualized Education Plans or Section 504 plans. In addition, we will engage in Child Find by contacting preschools and surrounding elementary schools to receive records and or anecdotal notes about a child's academic and social progress to ensure continued implementation of IEP or other necessary supports. As required by IDEA, a student will be referred for special education services upon parent request, if Bloom Academy suspects a student needs special education services, or after collecting data that supports that the child may need services.

**SUPPORTING AND MONITORING PROGRESS:** After a student is enrolled at Bloom Academy, it is our responsibility to ensure that we are supporting the child and monitoring his or her progress. Bloom Academy will hire a full-time, certified special education teacher who will serve as the Coordinator of Student Supports (CSS) and work with general education teachers to identify students with special needs. The CSS will train teachers to use data collected daily and weekly to identify students who are not progressing either academically or behaviorally at an age-appropriate rate. For students who do not show minimum progress after teachers have implemented various strategies, we will design a robust intervention plan in accordance with the best practice of Response to Intervention (RTI). The plan will be implemented for six-weeks and closely monitored for indicators of progress. If the six-week term yields no evidence of student progress, we will partner with the child's parents/guardians to discuss additional options for support including an evaluation for special education services. If a parent or guardian opts to have testing for special education services conducted, Bloom Academy will conduct the testing or consult with a licensed educational psychologist to perform the assessment. After testing, if the student is identified as having a disability, the ARD (Admissions, Review, and Dismissal Committee) will meet and develop an IEP, which will be reviewed at least once a year, with a re-evaluation of the child at least every three years. In addition to identifying students based on data on the school level, we will evaluate students for a disability at the request of a parent or guardian. In addition to identifying students who may have one of thirteen disabilities classified under the IDEA, Section 504 dictates that we evaluate and identify all students who may (1) have a mental or physical impairment that substantially limits one or more major life activities, (2) have a record of such impairment, and (3) be regarded as having such impairment. The CSS will ensure that students who are entitled to the protections of Section 504 receive the supports and accommodations necessary so that they can participate and engage in the school day as their regular education peers.

**QUALIFIED STAFF:** In addition to hiring the CSS in year one, Bloom Academy will continue to hire at least one licensed, special education teacher per year until we reach max capacity in congruence with the size of our student population. Contingent upon the needs of our students, we may hire an additional special education teacher in any given year.

**MONITORING STUDENT SUCCESS:** We will regularly collect student data and analyze the data by subgroup. The disaggregated data will provide information about the progress of our students, including those with special needs. Analyzing the data by sub-population will inform us as to whether we are appropriately educating and supporting our special-needs population. The CSS and Head of School will meet after every interim assessment as well as annually to discuss any changes that need to be made to the special education program. The CSS will work with teachers during designated data days and regularly support them in meeting the needs of their students with disabilities to ensure that they are progressing toward readiness for middle school and high school and are firmly on the path to college.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		90	90												180
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	17	Total Parents		270	Total Families		144	Total Campuses				1			

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment		90	90	90											270
Total Staff	26	Total Parents		405	Total Families		216	Total Campuses				1			

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a campus identified for Comprehensive Support. Please see <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539624659> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Open-Enrollment															
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	17	Total Parents		270	Total Families		144	Total Campuses				1			

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified for Comprehensive Support. Please see <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539624659> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☐ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☒ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**PNP Equitable Services**

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$419,987

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$380,013

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

\$800,000

**PAYROLL COSTS (6100)****BUDGET**

Administrative salaries (up to first 30 days of school)

\$156,917

Office manager and Data/PEIMS salaries (up to first 30 days of school)

\$24,917

Employee benefits (22%)

\$40,003

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Student recruiting and marketing

\$60,000

Staff development

\$26,000

IT setup costs and legal services for startup

\$20,000

**SUPPLIES AND MATERIALS (6300)**

Non-consumable instructional supplies and materials

\$192,013

Classroom and administrative furniture

\$143,350

Instructional technology and infrastructure

\$101,800

**OTHER OPERATING COSTS (6400)**

None requested

0

**CAPITAL OUTLAY (6600)**

Signage

\$35,000

**TOTAL BUDGET REQUEST** \$800,000